

**COMM 6313: RHETORICAL ANALYSIS
FALL 2021**

Instructor: JongHwa Lee, Ph.D.

Office: Library B306P

Office Hour: M (10:30 AM–2:00 PM & 3:15–5:45 PM) & T (8:00 AM–12:00 PM)

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Course Description:

This course explores the centrality of rhetoric in our everyday life – professional and civic, private and public, and local and global contexts. Rhetoric enables us make sense of our everyday affairs and create/share/negotiate meanings, but also it brings certain consequences – opens (and closes) certain possibilities and opportunities to happen. In this way, rhetoric is an art as much as a power. The purpose of this course is to familiarize you with the “ways of seeing” rhetorical phenomena, “ways of applying” rhetorical theories to everyday life, and “ways of evaluating” its political, cultural, and moral implications.

To achieve these goals, I plan to engage in extensive dialogues with each one of you. This should be seen as a collaborative effort, where we learn from each other, and question each other and ourselves. The obligation this places on each one of us is to arrive at each class having carefully (rather than casually) read the materials assigned, raised our own questions about those materials (in terms of “what is going on here?” and “why would s/he claim that?” and “how is this applicable to my life?”).

Student Learning Outcome:

This course meets/contributes to various graduate student learning goals. Therefore, by the end of the semester: Students will demonstrate (1) advanced knowledge in the history and theories of rhetorical studies, (2) ability to produce scholarly research, (3) global/cultural perspectives to evaluate rhetoric in everyday life, and (4) comprehend and practice the ethical principles in rhetorical criticism.

Required Readings:

Burgchard, C., & Jones, H. (Eds.). (2017). *Readings in rhetorical criticism* (5th Ed.). State College, PA: Strata Publishing.

Palczewski, C. H., Ice, R., & Fritch, J. (2016). *Rhetoric in civic life* (2nd Ed.). State College, PA: Strata Publishing.

Course Evaluation:

CSI-Rhetoric Paper	30 points
Topic Paper	30 points
Annotated Bibliography Paper	50 points
Description Paper	50 points
Explanation Paper	50 points
Analysis Paper	50 points
Final Paper	100 points
Participation	40 points
Total	400 points

Grading Scales:

A=400 – 360

B=359 – 320

C=319 – 280

D=279 – 240

F=239 – 0

COURSE POLICY

Use of Masks/Facial Coverings in Class:

While face coverings/masks are optional, for those who have not been vaccinated, face coverings are highly recommended to prevent the spread of COVID-19. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. In other words, facial coverings have been an effective part of the COVID-19 management strategy, which can support our efforts to continue operations without disruptions and provide as traditional of an educational experience as possible. Therefore, wearing masks in class is strongly encouraged and highly recommended.

Advising:

Please see me at least TWICE throughout the semester. I would like to learn more about you, help you, and/or chat with you. You can visit me during my regular office hours, or we can schedule a meeting. You can bring your friends with you, and you choose the topic of our chat.

Attendance, Participation, Etiquette, & Missing Classes:

This classroom is a special environment in which students and faculty come together to promote learning and growth, and where the general goals of academic freedom are maintained. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class. Disruptive behaviors include (but are not limited to): using a cell phone in any way (including text-messaging, social media posting, etc.), using a computer during class for any purpose not approved by the instructor and not directly related to the course, reading outside materials or doing homework for other classes, having side conversations while someone else is speaking, and repeated arriving late for class.

Regular attendance is expected in this course. Attendance will be taken and counted beginning the first day of class. The student is allowed to miss 3 days (in MWF classes), 2 days (in TR or MW classes), and 1 day (if class meets once a week) without penalty to the final grade. However, a student's absence will result in a zero for all work/assignment completed on that day.

To be considered excused for a class absence, the student must be excused through the school (e.g., as they will be attending a school sponsored event), and provide the instructor proper documentation for the absence. If the student misses a class period, it is the responsibility of her to complete any assignments she will be missing prior to her departure, to get notes from a class member and be prepared for the next class meeting. This includes being accountable for any changes in the schedule that were announced in the student's absence.

Note: To ensure full participation credit, attendance is a necessary precondition, as is having read the assigned book chapters or readings. I believe good participation involves with good listening and asking good questions that reflect a genuine attempt to grapple with the assigned readings and with what other people are saying in class. Thus, to earn full participation credits, be a good listener and ask good questions.

Late Assignments:

All assignments must be submitted in class on time. Any paper that is not in my possession at the end of the class period in which it is due is considered "late submission." This

includes any papers put in my mailbox or papers sent via email. The late submission will have 10 points deducted in every 24-hour period.

Note: Schedule your assignment submission ahead of time. I cannot overemphasize the importance of developing drafts. I believe in the improvement of your writing over developing drafts, so I tend to offer more and fuller feedbacks on drafts than your final submission.

Grading:

At the end of the semester, grades are assigned STRICTLY BY POINT TOTAL. For example, if you have accumulated 359 at the end of the course, you will receive a B rather than an A (even though an A is a point away). So, if you need an A be sure to accumulate enough points (360) to earn an A.

Note: Please do not tell me what grade you NEED in my course. Grades are not based on need; they are based on a student's performance on the tests and course assignments. I will NOT change grades at any point based on need. If you need a certain grade, be certain to earn enough points to merit that grade.

Grading Concerns:

After I return any graded assignments, I will not discuss any grading questions for a 24-hour period. In addition, I will NEVER discuss any personal grading questions in class. After 24 hours have elapsed, stop by my office hours, or make an appointment to see me and I will be happy to address any grading concerns you might have. All grading concerns must be addressed within two weeks after the assignment is returned.

Academic Misconduct & Honor Code Policy:

Violations of academic integrity are very serious matters and are clearly documented in the ASU Student Handbook. The work a student submits in a class is expected to be the student's own work and must be work completed for that particular class and assignment. Plagiarism means intentionally or knowingly representing the words or ideas of another as one's own. This may include your own previous work. Plagiarism includes quoting or paraphrasing from other sources without acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a presentation, outline, and bibliography. Please see full Honor Code Policy at http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf

Religious Holiday Observance:

- "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code 11.20.
- A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
- A student who is excused under section 2 may not be penalized for the absence, however; the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Disability Statement:

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodation based on a disability. It is the student's responsibility to initiate such a request by contacting:

Dr. Dallas Swafford, Director of Student Development,
University Center Suite 112B,
Phone: 325-942-2047, or Fax: 325-942-2211
E-Mail: dallas.swafford@angelo.edu

Title IX at Angelo State University:

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting:

Michelle Miller, J.D.
Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.miller@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic at 325-942-2171, Counseling Services at 325-942-2371* or the *ASU Crisis Helpline at 325-486-6345*.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.

Tentative Course Schedule:

DATE	TOPIC	MATERIAL	ASSIGNMENT
Week 1 (8/23)	Orientation		
Week 2 (8/30)	Rhet as Symbolic Action	RCL Chapters 1 – 3 (pp. 3 – 98)	
Week 3 (9/6)			Labor Day
Week 4 (9/13)	Forms of Symbolic Action	RCL Chapter 4 – 6 (p. 99 – 198)	CSI-Rhetoric Paper
Week 5 (9/20)	Components of Symbolic Action	RCL Chapter 7 – 9 (pp. 199 – 306)	
Week 6 (9/27)	Purposes of Rhet Criticism	RRC Chapter 1 (pp. 1 – 145)	Topic Paper
Week 7 (10/4)	Traditional Criticism	RRC Chapter 2 (147 – 208)	
Week 8 (10/11)	Dramatistic Criticism	RRC Chapters 3 (pp. 209 – 259)	Annotated Bibliography Paper
Week 9 (10/18)	Narrative Criticism	RRC Chapter 4 (pp. 261 – 327)	
Week 10 (10/25)	Metaphoric Criticism	RRC Chapter 5 (pp. 329 – 374)	Description Paper
Week 11 (11/1)	Social Movement Criticism	RRC Chapter 6 (pp. 375 – 419)	
Week 12 (11/8)	Genre Criticism	RRC Chapter 7 (pp. 421 – 463)	Explanation Paper
Week 13 (11/15)	Ideographic Criticism	RRC Chapter 8 (pp. 465 – 516)	
Week 14 (11/22)	Critical Rhetorical Analysis	RRC Chapter 9 (p. 517 – 590)	Analysis Paper
Week 15 (11/29)	Gender & Queer Criticism	RRC Chapter 10 (pp. 591 – 660)	
12/6			Final Paper

COURSE ASSIGNMENTS

I. CSI-Rhetoric Assignment (Due 9/13) – 30 Points

What is rhetoric? Where do we find it? How does it work? What does it mean? How/why does it matter? Locate an example of “rhetoric” in/around/from your life, and show how/why it is an example of rhetoric. Your example of rhetoric may show in the forms of language, visual images, debate, or story. Describe your example as detailed as you can, and explain how your example meets (or, better, extends or challenges) the definition of rhetoric provided in the course readings. Your paper will be 3-4 pages in length, type-written (12-point font), double-spaced, and stapled.

II. Topic Paper (Due 9/27) – 30 Points

What is your topic for your research? How and why is it interesting or important, in what way, and for whom? How/why is it a rhetorical concern? Explain your choice of research topic, and explain how/why it is interesting, important, or worth learning more about (be mindful about your audience). Make sure you highlight how/why it is a rhetorical issue/phenomenon (for example, involving symbolic action which opens/closes certain possibilities and opportunities to happen – culturally, politically, materially, etc.). Narrow down your focus as clearly as you can. Also, develop a research question (or a thesis) that captures key aspects of your investigation that your research will analyze and prove. (Note: At this stage, though, you may also want to think about “Plan-B” topics – just in case if your “Plan-A” topic may not work out, for any reason). Your paper will be 3-4 pages in length, type-written (12-point font), double-spaced, and stapled.

III. Annotated Bibliography Paper (Due 10/11) – 50 Points

Investigate what is known by other researchers and experts on your topic (e.g., books, articles, professional reports, etc.), and write an annotated bibliography paper. Summarize and evaluate each readings, for example: (1) what is the key finding/argument? (2) what is the background of the researcher? (3) who is the intended audience? (4) how would you compare and contrast this work with others you have cited? (5) how does this work inform your research? Your paper will be 6-8 pages in length, type-written (12-point font), double-spaced, and stapled.

IV. Description Paper (Due 10/25) – 50 Points

Provide a clear, detailed, comprehensive, and contextual description of the example/artifact of your research, by incorporating scholarly reports and professional resources you have read. Also, define key terms, issues, or debates, if necessary, to enhance your/our understanding of your topic/artifact. Your paper will be 6-8 pages in length, type-written (12-point font), double-spaced, and stapled.

V. Explanation Paper (11/8) – 50 points

Explain your theory – rhetorical theory – that best explains/guides your research, and offer a comprehensive review of the theory. Define its key concepts, historical development,

surrounding debates, and implications (strengths, limitations, etc.). The discussion here is on the theory itself, rather than analyzing or referencing your topic/artifact. Your paper will be 6-8 pages in length, type-written (12-point font), double-spaced, and stapled.

VI. Analysis Paper (11/22) – 50 Points

By incorporating rhetorical theories/concepts, interpret and analyze the rhetorical implications and the significance of your topic/artifact. Your analysis must explain (1) rhetorical elements and aspects (articulated or conceptualized by your theories) within your example, and (2) their symbolic meanings and implications drawn from your interpretation. In doing so, make sure you demonstrate how your topic/artifact is better understood when viewed through the lens of your theories.

In applying the theories/concepts, you should not assume that I am a highly knowledgeable reader. That is, you should be very detailed and thorough in your application/analysis of the concepts/theories. Make certain that you fully explain how the concepts/theories relate to your example. Do not simply assume that I will make the connections for you. It is always safer for you to assume that I know too little rather than to assume that I know too much. Your paper will be 6-8 pages in length, type-written (12-point font), double-spaced, and stapled.

VI. Final Paper (Due 12/6) – 100 Points

Write a final report that synthesizes your research. This is not a simple juxtaposition of papers that you have produced so far (topic paper, description paper, explanation paper, and analysis paper). Rather, your final paper should be fully developed, coherent, clear, and organizationally effective. Your paper will be 22-25 pages in length, type-written (12-point font), double-spaced, and stapled. At this point, your paper must be in a larger format, in introduction, body, and conclusion. Here are some key components:

- **Introduction:** Identify your research topic. Highlight how and why your research is important (rationale) for you and others (imagine and explain your intended/potential audiences). Make sure that you develop a thesis statement (or research question) that captures your key argument/idea (in your best clarity) on the specific point/case you will develop and prove, followed by a listing of the main points (preview).
- **Body: Describe, Explain, and Analyze.** This section advances the main discussions of your report.
- **Conclusion:** Provide a short summary of your major findings – make sure that you relate how you made the case put forth in your topic statement (or answer your research question). Also, discuss how what you found relates to what others have said; for example, you may highlight how your findings contribute to (1) our understanding and appreciation of the subject, or (2) to rhetorical theory (how your study shed light on how the theory you used works – does it extend the theory or modify it in some way?). In short, provide an **evaluation** of your research – what it was that you did (not) that adds to the (existing) conversation about your topic (empirically, theoretically, etc.) – both inside and outside of the discipline.

Reflection Note on Readings

Name: _____

Date: _____

Topic/Title of Reading:	Connection to Prior Knowledge/Concepts:
One Sentence Summary of Reading:	
Three (+) Main Points – Bulleted Phrases or Concept Map of Ideas, & Explain How You Find Them Interesting to You:	
Question(s) for Clarification:	
Question(s) for Discussion:	
One Sentence Insight Learned from This Reading:	

General Criteria for Grading Papers

“F” – Answer reveals you really have no clue what is going on, or are so carelessly inattentive to matters of style as to write an incomprehensible response.

“D” – Answer reveals less than adequate understanding of theory, concept, or other relevant information. Answer may also misapply concept, use an inappropriate or weak example in attempting to clarify an explanation, or may ramble on in the hope that something will eventually hit the intended target. Answer also may be more or less on target, but carelessly or sloppily written/proofed.

“C” – Answer provides an on-target recitation of the correct material from the text or other sources being consulted. Answer meets the basic expectations with respect to number of outside sources, or other conditions of a specific assignment. The writing, while clear and comprehensible, is otherwise non-exceptional, or gives evidence of inattention to basic matters of grammar, punctuation, and spelling.

“B” – Answer is not only on-target, but is written in a clear, well-organized style, with few errors (and indicates attention given to correcting spelling or punctuation mistakes). In addition, examples illustrate thought beyond recall or recitation of a text’s commentary and add to the overall understanding of the theory, concepts, or other materials being evaluated. There is evidence of having gone beyond the text to consult other sources of information that might be relevant.

“A” – Answer goes beyond that required for a “B” response to indicate critical analysis, offering evidence of a cogent, well-reasoned defense of a position or argument that is advanced relative to the object under consideration. In other words, the answer reveals a clear authorial voice in command of the material. In addition, the style is elegant, indicating careful attention to presenting a well-constructed, well-thought-out response that advances understanding, stimulates thought or is otherwise evidence of exceptional thinking.

Note: These standards apply as general guidelines for the evaluation of assigned papers. As should be clear, inattention to matters of style/format will result in a corresponding decrease in a grade, even when content is otherwise clear and on-target. As a further explanation of these criteria, consider the following comments:

- A “C” answer is a good answer – It simply does not do any more than is being asked.
- A “B” answer is a better answer, but does not reveal depth of analysis that would be required to be considered exceptional.
- An “A” is an exceptional piece of work. Simply understanding the material is not the equivalent of an “A.”

Note: Use this as a checklist for paper assignments. This checklist contains the same information as the general criteria for grading papers explained above. Make sure you work on drafts and receive my feedbacks. I can offer more and fuller feedbacks on drafts than the final paper.

Paper Assignment

Name: _____

Grade: _____

	Need Improvement	OK	Well Done
1. Clarity of Central Argument/ Thesis/Position:	_____	_____	_____
2. Well-Reasoned Defense of Thesis/Position:	_____	_____	_____
3. On-Target Articulation of Theories:	_____	_____	_____
4. Critical Analysis:	_____	_____	_____
5. Adding/Stimulating New Thoughts:	_____	_____	_____
6. Clear Authorial Voice in Command of the Materials:	_____	_____	_____
7. Organization of Paper:	_____	_____	_____
8. Appropriate Style/Format:	_____	_____	_____
9. Comment:			